DOCUMENT RESUME

ED 185 399 CE 025 053

AUTHOR	Owen, Thomas R.
TITLE	Jackson County ESD (CE)2 Program, 1978-1979. Final Evaluation Report (Third Year).
INSTITUTION	Jackson County Education Service District, Medford, Oreg.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	79
GRANT	G107600077
NOTE	26p.
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Academic Achievement; *Career Education; Career Exploration; Dropouts; *Enrollment; Enrollment Influences; Enrollment Trends; *Experiential Learning; Expulsion; Grade 11; Grade 12; Graduation; High Schools; High School Students; *Job Placement; *Participation; Program Evaluation; School Holding Power; Student Characteristics; *Withdrawal (Education); Work Experience
IDENTIFIERS	*Experience Based Career Education; Oregon

ABSTRACT

The main purpose of a 1978-79 evaluation of the Jackson County E.S.D. (Educational Service District) Community Experiences in Career Education--(CE)2--program was to investigate the student turnover rate which for two years had exceeded fifty percent. The program provided experience-based career exploration opportunities for high school juniors and seniors who were instructed in job survival skills and placed with employers in the community. Data collected on students included Wide Range Achievement Tests (WRAT), Adult Performance Level (APL) functional literacy tests, written statements on the reasons for entering, dates of entry and exit, attendance, productivity, and program evaluation questionnaire. Results suggested grouping students by manner of separation from (CE)2--dropping out, expulsion, graduation or return to school, leaving for work, unrelated reasons, and end of the school year. (CE)2 students were generally below average as measured by the WRAT and APL survey. Those who ultimately graduated and those who returned to school were the most able, while those who left (CE)2 for work were the least. Those who dropped out resembled the top groups in achievement, indicating possible attitudinal differences. Changing requirements to make the program seem less like school to dropouts seemed to be indicated. (YLB)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED185399

JACKSON COUNTY ESD (CE)2 PROGRAM

1978-1979

FINAL EVALUATION REPORT
(Third Year)

Medford, Oregon

GRANT No. G10-76-00077

Thomas R. Owen
Evaluation Consultant

CE 025 053

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EVALUATION HIGHLIGHTS
1977-78

o (CE)2 is a successful program from the several perspectives of students, employers, parents and school principals.

o (CE)2 was shown is another study to work with physically and intellectually handicapped students.

o "Real life" job experience is generally regarded as the most important feature of the program.

o Achievement tests indicate that students neither gain nor lose on "basic skills" while in (CE)2. Nevertheless, consideration of expanding "basic skills" instruction is suggested.

o About 55% of the entering students are school drop-outs or potential drop-outs. This led to a suggestion that a broader cross-section of students be sought.

o It was suggested that (CE)2 make an even greater public relations effort next year.

o Transportation was identified as a problem for some students and further study was suggested although there is little hope for an economical solution.

1978-79

o The (CE)2 turnover rate remains at about 55% and with reasonable adjustment can only be brought down to 38%.

o The major reasons given by students for entering (CE)2 are to avoid school, to gain job experience and to get graduation credit.

o Students leave (CE)2 in several ways. Some drop out, a few are expelled, some graduate or return to school, some leave for work, a few leave for miscellaneous reasons and, of course, some remain.

o (CE)2 students are generally below average in academic achievement with the highest groups being those who graduate and the lowest those who leave to go to work.

o Drop-outs are not distinguishable in ability from the graduates or school returnees, although they do more frequently enter the program to avoid school.

o The students say that they like the freedom and job experiences of (CE)2 and dislike the constraints.

o It is recommended that the (CE)2 Program make an effort to appeal to the potential drop-out and those who return to work and that it continue to stress a community based experiential approach.

TABLE OF CONTENTS

Page Number

INTRODUCTION 1

Evaluation Method 1

RESULTS 1

Description of the (CE)2 Student 1

Subgroup Analysis 5

Student Evaluation of (CE)2 7

INTERPRETIVE SUMMARY AND RECOMMENDATIONS 10

APPENDIX A: APL and WRAT Data Tables 12

APPENDIX B: Transcription of Open-Ended Responses to the Student Course Evaluation Form 18

INTRODUCTION

The Jackson County E.S.D. (CE)2 program provides experience based career exploration opportunities for high school juniors and seniors. The students are given instruction in job survival skills such as how to interview for a job and then placed with employers in the community in non-remunerative jobs of two-week duration. They are encouraged to sample jobs from each of three categories--those dealing with data, people or things--and may subsequently arrange for longer, more in-depth experiences of approximately nine weeks duration. The instructional staff members, called learning managers, have duties that include locating and arranging for job sites, counseling with students and helping them plan their programs to insure that they meet the competency requirements of their home schools, conducting group sessions with students, and supervising students' work experiences.

Evaluation Method

The 1977-1978 evaluation study included extensive surveying of employees and surveying and some interviewing of parents and students. Strong support was shown for (CE)2 from each of these groups--few serious problems were detected. There was one possibly serious problem, however, which was apparent from the (CE)2 enrollment data. (CE)2 had a 50% dropout rate. It was not clear whether this alarming figure was something which the program was responsible for or whether it was simply the result of admitting a large number of "last chance" students. This study is directed at understanding the drop-out rate. It focuses on student data including their reasons for entering, their abilities, their performance, and their manner of separating from (CE)2.

Several kinds of data have been collected on students and are listed here--Wide Range Achievement Tests (WRAT) given pre-program and post for those who graduate or finish the year; pre-program Adult Performance Level (APL) functional literacy tests; written statements on their reasons for entering (CE)2, e.g. dropped out, graduated, returned to school, etc.; dates of entry and exit; attendance; productivity measured as a proportion of expected work completed; and a post program (CE)2 evaluation questionnaire. These data are used to describe the typical (CE)2 student in terms of their abilities and motivations and to study student subgroups based on their reasons for entry and separation from (CE)2.

RESULTS

Description of the (CE)2 Student

Ability. (CE)2 students as a group are behind their contemporaries in academic skill and achievement. Their mean WRAT Reading score of 55 (see Table 1) corresponds to a percentile level of 50 or a grade level of about 10.0. This is somewhat low since most of the students are juniors and seniors, but their mean WRAT Spelling scores of 25 and WRAT Arithmetic score of 21 are more telling since they correspond to percentile levels of 23 and 16 rspectively. Their APL Survey score (Table 2) was midrange for the APL sample, over half

TABLE 1. Mean Entering WRAT Scores for (CE)2. N = 76

	READING		SPELLING		ARITHMETIC	
	Mean	S.D.	Mean	S.D.	Mean	S.D.
RAW	55.40	11.48	24.54	8.95	21.25	5.44
STANDARD SCORE	99.88	13.34	89.28	17.02	85.75	10.14

TABLE 2. Mean Entering APL Scores for (CE)2
(N = 52)

SUBSCALES	MEAN	S.D.	POSITION IN NORMS*
Community Resources	6.38	1.33	M
Occupational Knowledge	5.63	1.72	M
Consumer Economics	6.00	1.53	H
Health	5.52	1.74	M
Government & Law	5.33	1.59	M
Identification of Facts and Terms	4.46	1.28	M
Reading	6.90	1.38	H
Writing	6.33	1.53	H
Computation	4.94	2.32	M
Problem Solving	6.10	1.54	M
SURVEY TOTAL	28.80	6.18	M

* M = Mid-Range; H = High

of which were not high school graduates. The scales from the batteries on which students performed the best were the WRAT Reading and the APL Reading, Writing, and Consumer Economics scales.

Productivity. (CE)2 had standardized its assigned work so that students receive increments of credit for each portion of work completed. If students finish more than the expected amount, then they receive more than 100% credit. Table 3 shows that somewhat over 5% of the students for whom this data was recorded actually exceeded 100% production. More to the point is the fact that in the Fall only 19% did 80% or better. In the Spring term, this figure was up to 46%.

Attendance. The students show (Table 3) a relatively higher rate of attendance than they do productivity. During the Fall, an 80% or better attendance rate was achieved by 74% of the students, which is similar to the rate for Spring of 69%. It should be noted that those who miss the 80% attendance mark are missing more than one day per week and that 48% of the students in the Fall and 52% in the Spring missed more than one day every two weeks.

Reasons for Entry. Students were asked to state why they wanted to join (CE)2 on an entry form. Their open-ended responses were organized into eight categories. Students could give more than one reason if they wished and the results are contained in Table 4. A full third (33%) of the students made negative statements about school and these were categorized as Reject School. Job Experience is sought by 36% of the students and 8% of them state that they want to Look For a Job. Nearly a fifth of them (19%) enter (CE)2 desiring an alternative way of accumulating graduation credit. A few (6%) are looking for help in selecting a career and 39% were apparently in (CE)2 the previous year and wanted to return.

It is important in considering the drop-out rate that a major motivation of 33% of the (CE)2 students is to avoid school. Related to this is the finding that 19% of the students are in the program not so much for its career related experiences as to take advanage of the opportunity to get high school credit outside the school. (CE)2 may be more attractive to a number of these students for what it isn't than what it is.

Manner of Separation. Along with other student data, the (CE)2 program provided information on the nature of the students' separations from (CE)2. This was categorized by the evaluator and is displayed in Table 5. Drop-outs who, as far as the program knew, did not return to school or go to work, accounted for slightly over 20% of the student exits, 5% were expelled, 17% graduated, 12% returned to school, 13% left for work, 30% were not recorded as leaving so they presumably finished the year in the program and 4% left for other reasons such as family moving away and health problems.

The above breakdown opens up the question of which value should be regarded as the real drop-out rate. The 55% drop-out rate noted in

TABLE 3. Student Productivity and Attendance Expressed as a Percentage of Expected

% OF EXPECTED	PRODUCTIVITY FALL	PRODUCTIVITY SPRING	ATTENDANCE FALL	ATTENDANCE SPRING
Less than 30%	3	5	1	1
30% to 39%	3	1	1	0
40% to 49%	8	4	0	0
50% to 59%	11	5	3	1
60% to 69%	8	5	5	8
70% to 79%	15	6	6	7
80% to 89%	7	10	14	11
90% to 99%	1	8	32	26
Over 100%	3	4	--	--
Total	59	48	62	54

TABLE 4. Reasons Given for Wanting to Enter (CE)2

REASON*	FREQUENCY	PERCENT OF STUDENTS	PERCENT OF RESPONSES
1. Reject School	26	33.3	19.0
2. Job Experience	28	35.9	20.4
3. Prepare for Future	25	32.1	18.2
4. Pgm Good Last Year	30	38.5	21.9
5. Alternative Credit	15	19.2	10.9
6. To Look for Job	6	7.7	4.4
7. Career Decision Help	5	6.4	3.6
8. Other	2	2.6	1.5

* These Reasons are categories abstracted from the open-ended responses of students to the Student Application form.

TABLE 5. Manner of Separation From (CE)2 (N = 78)

	TYPE OF SEPARATION						
	DROPPED-OUT	EXPELLED	GRADU-ATED	OTHER	SCHOOL RETURNEE	WORK-ING	UNKNOWN EXIT
N =	16	4	13	3	9	10	23
% Of Total	20.5	5.1	16.7	3.8	11.5	12.8	29.5

last year's evaluation report was computed from the total number of students who began the program but failed to finish or graduate. A similar computation on this year's data made by adding all categories except Graduate and Exit Unknown, would leave a 54% drop-out rate. Are there any categories which might be considered acceptable? It seems to the evaluator that School Returnees might be considered as no-loss separations although some of these are going for a G.E.D. School is not an undesirable alternative to (CE)2. Drop-outs and those Expelled are real losses, that is, those that (CE)2 was unable to help and for whom (CE)2 may have been considered a kind of "last chance". The other separations can be considered as normal attrition which has nothing to do with the merit of (CE)2. The drop-out rate would thereby be reduced to about 38%.

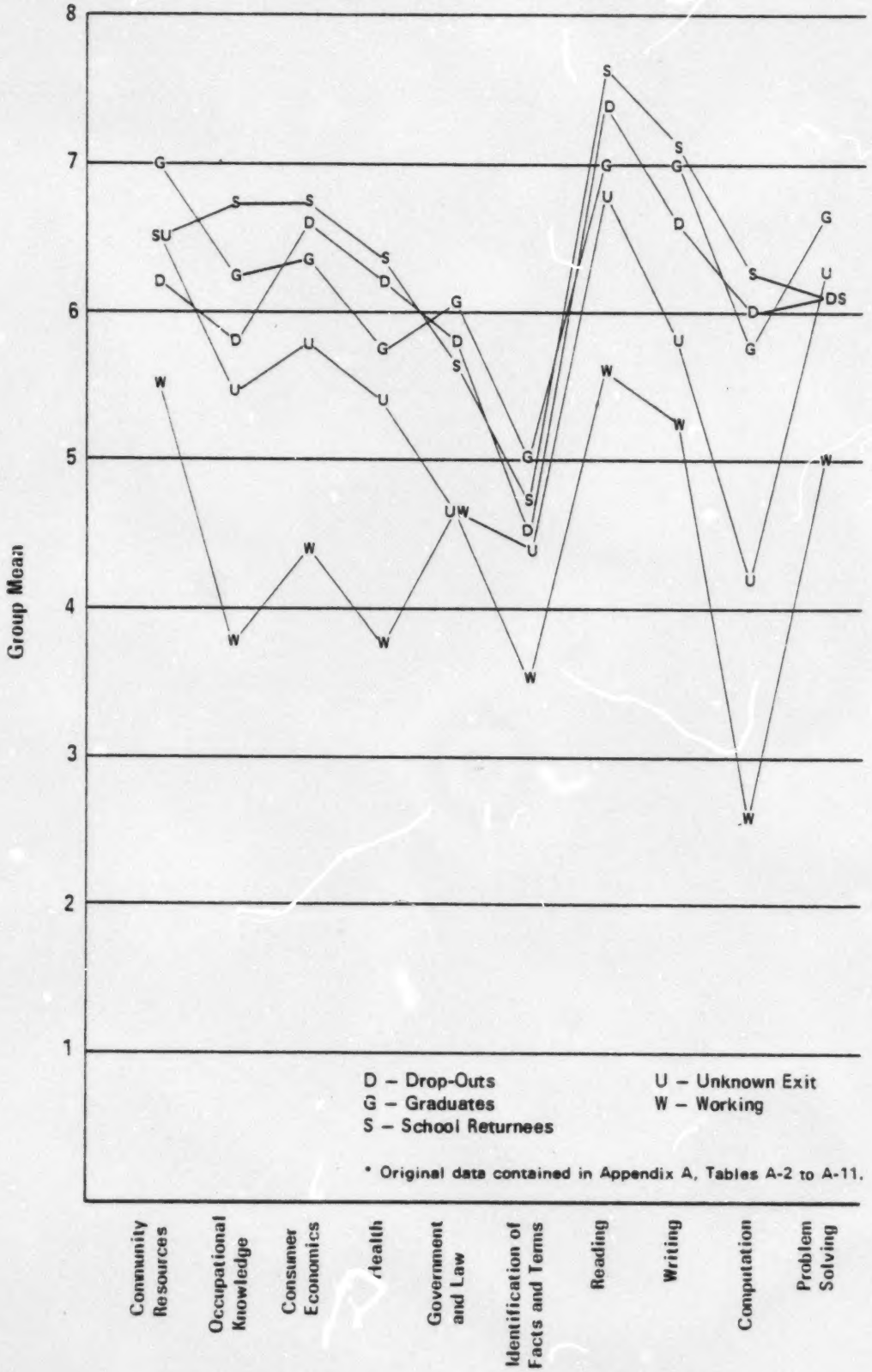
The most debatable group for inclusion or exclusion from the drop-out figure are those who left to go to work. Is this an acceptable outcome? Should we adopt the common rationale that early work is best for the teenagers who are not benefitting from the school system? This would reduce the program drop-out rate to 25%. Or should we hold to the idea that further education of some kind would have benefitted them and, therefore, that they should have been retained by (CE)2 or passed on to another program? For reasons developed later in this report, the evaluator favors the latter argument and would leave the adjusted drop-out rate at 38%.

Subgroup Analysis

The results discussd in the previous section were for the (CE)2 student body as a whole. In order to find out whether students' entering characteristics bear any relationship to their manner of separation from the program. Students' entering abiliity measures, the APL and WRAT, were broken down by their separation code. The same is also done to determine if there is any way to predict manner of separation from students' reasons for entry.

Ability by Manner of Separation. Figure 1 provides a graphic display of student performance on the ten subscales of the APL subdivided by 5 separation groups: Drop-out, Graduate, School Returnee, Working and Unknown Exit. Oneway ANOVA's were computed on each scale to determine whether the groups were significantly different. Two things are evident from a quick scale of Figure 1. The first is that either School Returnees or Graduates are the highest scoring on every scale, and Working students are always on the bottom--frequently very much lower than the other groups. Drop-outs remained in the middle of the distribution, frequently looking little different from the leaders. There are significant differences (see Appendix A, Tables 1 - 11) among the groups on all of the scales except Community Resources, Government + Law, Identification of Facts and Terms, and Problem Solving. A similar pattern of group placement appears in the WRAT Reading, Spelling and Arithmetic scales (see Appendix A, Tables 12-17), and differences among groups are statistically significant on all three scales.

Figure 1. Mean Scores of Separation Groups on APL Survey Subscales*



* Original data contained in Appendix A, Tables A-2 to A-11.

Reasons by Manner of Separation. A crosstabulation of students' reasons for entry by their manner of separation appears in Table 6. It can be interpreted by scanning across the rows. Percentages which are much higher or lower than the other elements in the row can be tentatively regarded as characteristics of that separation group. There is less information here than we thought there would be when the study was designed. The proportions of students offering certain reasons does not vary too much across the rows. It does appear in Row 1 that Drop-outs are more likely to give negative comments about school than others, and that those who subsequently graduate are notably unlikely to state that they are looking for alternative school credit. Both of these patterns seem reasonable, but it is difficult to know why those who leave for work are particularly likely to give a rather vague reason for entry like "preparing for the future." Perhaps an indistinct purpose provides only a weak hold for a student to remain in the program.

Student Evaluation of (CE)2

Near the end of the academic year an evaluation questionnaire was given to the students remaining in (CE)2, some of which were graduating, but had not yet departed. The results appear in Table 7 with a complete transcription of the open-ended responses in Appendix B.

The results of the questionnaire are quite positive. (CE)2 as a whole is given a mean rating of 4.40 on a scale where 5 is high. Other items which were rated above 4.0 were Explorations, Learning Levels and Work Site Supervisors. Basic Skills Training Learning Managers and (CE)2 Center Work are rated positively but somewhat lower--in the 3.7 - 3.8 range. (CE)2 Center Group Discussions are given a distinctly mediocre rating of 3.2.

When asked to list three things about (CE)2 that were valuable to the students, the most frequently mentioned (see transcription in Appendix B) were "freedom," "independence" and "responsibility." Jobsites, learning managers, journals and seminars were also mentioned by several. Among the things commonly listed as least valuable were learning managers, explorations guides, basic skills training, the accountability system and seminars.

In general, the students liked their job experiences, the freedom and responsibility that (CE)2 gives them and object to the constraints. The staff are viewed with mixed feelings, probably because of their role as enforcers of the accountability system. The reservations that these students have are apparently minimal compared with their high regard for the overall program. As with last year, students rate the program more highly than they rate the staff. This is a tribute to the power of the program, and probably does not discredit the staff.

TABLE 6. Student Reasons For Leaving (CE)2 Grouped By Their Reason For Entering (CE)2

REASONS FOR* ENTERING (CE)2	REASONS FOR LEAVING (CE)2 (Percents) Dropped Out (N=16)	Graduated (N=13)	Returned To School (N=9)	Working (N=10)	Unknown Exit (N=23)
Rejects School	56	31	33	20	26
Job Experience	38	39	44	30	39
Prepare for Future	31	23	33	50	26
(CE)2 Was Good Last Year	31	39	44	30	44
Alternative Credit	25	8	22	20	17
Look for Job	13	8	11	0	9
Career Decision Help	0	15	11	10	4

* These reasons are categories abstracted from the open-ended responses of students to the Student Application form.

Note: Reasons for Leaving categories included Expelled (N=4) and Other (N=3) not shown in this table.

TABLE 7. (CE)2 STUDENT COURSE EVALUATION QUESTIONNAIRE RESPONSES
(N = 26)

This questionnaire is part of a project to evaluate and improve (CE)2. Please answer it completely with your own personal opinions. Your responses will be placed in an envelope and mailed directly to the evaluator.

Please rate the following components of (CE)2 in terms of how worthwhile they are to you: (Check only one response)

COMPONENTS	Worthless (1)	Seldom Worthwhile (2)	So-So (3)	Worthwhile (4)	Very Worthwhile (5)	Mean	S.D.
Explorations	0	1	3	8	7	4.10	.875
Learning Levels	0	1	1	7	11	4.40	.821
Work Site Supervisors	0	1	5	8	10	4.12	.900
Learning Mgrs	2	0	8	9	7	3.73	1.116
(CE)2 Center Group Discussions	1	6	7	11	5	3.19	.981
(CE)2 Center Work	2	2	4	12	6	3.69	1.158
Basic Skills Training	1	1	3	11	4	3.80	1.105
(CE)2 As A Whole	1	0	2	7	15	4.40	.957

INTERPRETIVE SUMMARY AND RECOMMENDATIONS

The major purpose for this study has been to investigate the student turnover rate, which for two years has exceeded fifty percent. It is now known that students can be classified into seven groups according to their manner of separation from (CE)2. Some simply drop out, a few are expelled, some graduate or return to school, some leave for work, a few are lost for other unrelated reasons, and, of course, end of the school year.

The (CE)2 students are generally below average as measured by two achievement tests, the WRAT and the APL survey. Their worst performances were in arithmetic and the best areas are reading, writing and consumer economics. Findings may reflect the curricular emphasis pattern in area schools.

Those who ultimately graduate and those who return to school are as groups the most able, while those who leave (CE)2 for work are the least. Those who drop out altogether do not look very different in achievement from the top groups, indicating perhaps that attitudinal factors, not ability, separate these groups. The low ability students who quit in favor of work may see no hope for themselves in a school of any kind and may simply wish to get on with life. The students for whom both pre and post-course WRAT scores are available show no educationnally meaningful gains (Table 8). This result should be expected since the thrust of (CE)2 is on community experiences rather than the classroom academic performances measured by such tests.

According to program statistics, typical (CE)2 students will be absent about one day in every two weeks and will complete about 70% of the work goal expected of them. It is not known what their school statistics would have shown, but since many of these students were potential or actual drop-outs, they couldn't have been much better and might have been much worse. These figures may provide a clue about why students chafed at the accountability system and did not always appreciate the staff--they were continually running afoul of the former and reminded of it by the latter.

The students who remained in (CE)2 to the end of the school year were given a program evaluation survey. They were very enthusiastic about the program, valuing most highly the freedom and responsibility they were given and their job experiences. (CE)2's system of rules was most often objected to. Opinion varied considerably about program staff. It is apparent from the remarks of some of these students that (CE)2 can be a life, or at least a perspective, changing experience.

There is no strong mandate for program change in this study. The evaluator accepts the findings of the 1977-78 study that (CE)2 is successful from the perspective of employers, parents, a certain group of students and school principals, and that the program is populated, with some exceptions, by a fairly narrow group of marginal students who are disinclined toward school. That 50% of the students also leave (CE)2 prematurely should be a cause for concern.

TABLE 3. Pre and Post Raw Score Means for WRAT (N = 3?)

	READING	SPELLING	ARITHMETIC
Pretest	54.97	23.62	20.50
Posttest	53.56	24.41	21.38
t-diff	.87	-3.16	-1.30
Significance	(NS)	(.01)	(NS)

This study makes clear that within the seemingly (to an outsider) uniform group of students there are still subgroups of widely differing abilities and motivations. One avenue of program improvement might be to attend closely to these differences. To the evaluator, the two most obvious subgroups are the drop-outs and the students who went to work. To the drop-outs, (CE)2 must look like more of the same thing they were avoiding in school. (This should be a topic for a subsequent study.) Even students who like (CE)2 often don't accept some of its requirements. Is there a way of altering the requirements or selling them more effectively? The students who left for work are the least capable of the groups and presumably are the least capable of succeeding in the long run. They need to be retained if only for basic skills instruction. This study provides few if any clues about how to reach this group, but does show a strong need for this to occur

Programmatic solutions to these and other problems cannot be easy. A 50% turnover may be unavoidable with the population from which Jackson County (CE)2 draws. However, those who attempt to better the program should constantly remind themselves that the most universally accepted feature of (CE)2 is its approach to community based experiential learning. Solutions will be more likely to be successful if they improve the delivery of this commodity. Development of an effective basic skills program would seem of paramount if not popular importance.

APPENDIX A: APL and WRAT Data Tables

16

TABLE A-1. APL Survey Totals by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	30.7	6.38	26.1 TO 35.3
GRADUATE	11	31.5	4.48	28.4 TO 34.5
SCHOOL RETURNEE	8	32.0	5.42	27.5 TO 36.5
UNKNOWN EXIT	15	27.5	4.87	24.8 TO 30.2
WORKING	8	22.0	6.02	17.0 TO 27.0
TOTAL	52	28.8	6.18	27.1 TO 30.5

ONEWAY ANOVA F= 5.121 PROB.= .0017

TABLE A-2. APL Survey Scale: Community Resources by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	6.20	1.40	5.12 TO 7.20
GRADUATE	11	7.00	.63	6.58 TO 7.42
SCHOOL RETURNEE	8	6.50	1.07	5.61 TO 7.39
UNKNOWN EXIT	15	6.47	1.60	5.58 TO 7.35
WORKING	8	5.50	1.41	4.32 TO 6.68
TOTAL	52	6.38	1.33	6.01 TO 6.76

ONEWAY ANOVA F= 1.625 PROB.= .1836

TABLE A-3. APL Survey Scale: Occupational Knowledge by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	5.80	1.99	4.38 TO 7.22
GRADUATE	11	6.27	1.62	5.19 TO 7.36
SCHOOL RETURNEE	8	6.75	1.17	5.78 TO 7.72
UNKNOWN EXIT	15	5.47	1.25	4.78 TO 6.16
WORKING	8	3.75	1.39	2.59 TO 4.91
TOTAL	52	5.63	1.72	5.16 TO 6.11

ONEWAY ANOVA F= 4.803 PROB.= .0025

TABLE A-4. APL Survey Scale: Consumer Economics by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	6.60	1.17	5.76 TO 7.44
GRADUATE	11	6.36	1.21	5.55 TO 7.17
SCHOOL RETURNEE	8	6.75	1.04	5.88 TO 7.62
UNKNOWN EXIT	15	5.80	1.47	4.98 TO 6.62
WORKING	8	4.38	1.85	2.83 TO 5.92
TOTAL	52	6.00	1.53	5.57 TO 6.43

ONEWAY ANOVA F= 4.143 PROB.= .0059

TABLE A-5. APL Survey Scale: Health by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	6.20	1.69	4.99 TO 7.41
GRADUATE	11	5.73	1.68	4.60 TO 6.86
SCHOOL RETURNEE	8	6.38	1.19	5.38 TO 6.15
UNKNOWN EXIT	15	5.40	1.35	4.65 TO 6.15
WORKING	8	3.75	2.05	2.03 TO 5.47
TOTAL	52	5.52	1.74	5.03 TO 6.00

ONEWAY ANOVA F= 3.584 PROB.= .0125

TABLE A-6. APL Survey Scale: Government and Law by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	5.80	1.81	4.50 TO 7.10
GRADUATE	11	6.09	1.38	5.17 TO 7.01
SCHOOL RETURNEE	8	5.63	1.92	4.02 TO 7.23
UNKNOWN EXIT	15	4.67	1.40	3.89 TO 5.44
WORKING	8	4.63	1.06	3.74 TO 5.51
TOTAL	52	5.33	1.59	4.88 TO 5.77

ONEWAY ANOVA F= 2.128 PROB.= .0921

TABLE A-7. APL Survey Scale: Identification of Facts and Terms by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	4.50	1.18	3.66 TO 5.34
GRADUATE	11	5.00	1.10	4.26 TO 5.74
SCHOOL RETURNEE	8	4.75	1.39	3.59 TO 5.91
UNKNOWN EXIT	15	4.40	1.24	3.71 TO 5.09
WORKING	8	3.50	1.31	2.41 TO 4.59
TOTAL	52	4.46	1.28	4.11 TO 4.81

ONEWAY ANOVA F= 1.858 PROB.= .1336

TABLE A-8. APL Survey Scale: Reading by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	7.40	1.08	6.63 TO 8.17
GRADUATE	11	7.00	1.18	6.21 TO 7.79
SCHOOL RETURNEE	8	7.63	1.30	6.54 TO 8.71
UNKNOWN EXIT	15	6.80	1.42	6.01 TO 7.59
WORKING	8	5.63	1.30	4.54 TO 6.71
TOTAL	52	6.90	1.38	6.52 TO 7.29

ONEWAY ANOVA F= 3.065 PROB.= .0253

TABLE A-9. APL Survey Scale: Writing by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	10	6.60	1.65	5.42 TO 7.78
GRADUATE	11	7.00	.77	6.48 TO 7.52
SCHOOL RETURNEE	8	7.13	.99	6.30 TO 7.95
UNKNOWN EXIT	15	5.80	1.57	4.93 TO 6.67
WORKING	8	5.25	1.83	3.72 TO 6.78
TOTAL	52	6.33	1.53	5.90 TO 6.78

ONEWAY ANOVA F= 2.996 PROB.= .0278

TABLE A-10. APL Survey Scale: Computation by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL		
DROP-OUT	10	6.00	2.40	4.28	TO	7.72
GRADUATE	11	5.73	1.74	4.56	TO	6.89
SCHOOL RETURNEE	8	6.25	2.49	4.17	TO	8.33
UNKNOWN EXIT	15	4.20	1.82	3.19	TO	5.21
WORKING	8	2.63	1.69	1.22	TO	4.03
TOTAL	52	4.94	2.32	4.30	TO	5.59

ONEWAY ANOVA F= 5.073 PROB.= .0018

TABLE A-11. APL Survey Scale: Problem Solving by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL		
DROP-OUT	10	6.10	1.85	4.77	TO	7.43
GRADUATE	11	6.64	1.43	5.67	TO	7.60
SCHOOL RETURNEE	8	6.13	1.36	4.99	TO	7.26
UNKNOWN EXIT	15	6.27	.88	5.78	TO	6.76
WORKING	8	5.00	2.14	3.22	TO	6.79
TOTAL	52	6.10	1.54	5.67	TO	6.52

ONEWAY ANOVA F= 1.453 PROB.= .2315

TABLE A-12. WRAT Pretest: Reading by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL		
DROP-OUT	16	56.8	11.5	50.6	TO	62.9
GRADUATE	12	63.6	9.7	57.4	TO	69.7
SCHOOL RETURNEE	8	62.1	11.6	52.4	TO	71.8
UNKNOWN EXIT	23	51.5	9.6	47.3	TO	55.6
WORKING	10	48.8	7.5	43.5	TO	54.1
TOTAL	69	55.7	11.1	53.0	TO	58.3

ONEWAY ANOVA F= 4.895 PROB.= .0017

TABLE A-13. WRAT Pretest: Spelling by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	16	26.8	8.06	22.5 TO 31.1
GRADUATE	12	27.3	7.49	22.6 TO 32.1
SCHOOL RETURNEE	8	31.0	9.91	22.7 TO 39.3
UNKNOWN EXIT	23	21.2	7.75	17.9 TO 24.6
WORKING	10	20.4	9.24	13.8 TO 27.0
TOTAL	69	24.6	8.8	22.5 TO 26.7

ONEWAY ANOVA F= 3.425 PROB.= .0134

TABLE A-14. WRAT Pretest: Arithmetic by Manner of Separation from (CE)2.

GROUP	N	MEAN	S.D.	95% CONFIDENCE INTERVAL
DROP-OUT	16	23.0	4.40	20.7 TO 25.3
GRADUATE	12	24.1	7.06	19.6 TO 28.6
SCHOOL RETURNEE	8	24.0	7.67	17.6 TO 30.4
UNKNOWN EXIT	23	19.0	3.38	17.5 TO 20.5
WORKING	10	19.0	4.69	15.6 TO 22.4
TOTAL	69	21.4	5.52	20.1 TO 22.7

ONEWAY ANOVA F= 3.495 PROB.= .0121

APPENDIX B: Transcription of Open-Ended Responses to the Student Course Evaluation Form

LIST THREE THINGS ABOUT (CE)2 THAT WERE VALUABLE FOR YOU.

some of the job sites. some of the survival skills + the field trips and journals. some odiscussions with my L.M.

It used to be a good way out of high school for me. It's not now, but I wouldn't go back.

job site, journal, spelling.

Time management, Job experience, Public communication

1. The experience was good. 2. It gets me reday for the world. 3. I learned a lot.

work site's, working in the community, having learning managers.

exploration sites, journals, work site supervisors.

The job site. The freedom. Special privilages.

1. It brought me into the open world. 2. It gave me another chance in school. 3. It prepared me for a real job.

helped me stop skipping school, helped me catch up on my credits, gave me experience that I never would have gotten elsewhere.

1(the teacher's a allway's willing to help you even if they arnt your learning manager. 2(it is all way nise to come to school. 3(I love school now.

job sites, seminares, spelling.

1 Responsibility 2 Being treated as an adult 3 Freedom of choices.

1. Job sites, being able to have a choice of jobs for your learning. 2. Seminars were always interesting and very worthwhile. Being able to be responsible for yourself and your work.

It got me a great job and in touch with the community.

Being accountable for my own actions, work experience, meeting new people.

My job site at xxxxx in the kithcen. It helped me know what work is all about. It makes me have responcibilities.

The jobsites. The learning level. The freedom + ressponsbilty.

Independence. Responsibility. Job sites or getting out in the community.

The job sites were very valuable. The learning experience. The employer instructers.

Survival skills. O.J.T. Seminars.

Being able to work on work as you please, no rush. Being able to get out in the community. Being more a responsible person. and getting credit for it.

You can go out on the pourch and take a break when needed. Job experience. Journal.

1 Finding new friends 2 Job sites

The people around were nice.

LIST THREE THINGS ABOUT (CE)2 THAT WERE LEAST VALUABLE FOR YOU.

Some of the discussions with my L.M. Exploration guides. LM's prying into privite lives - (although sometimes its good).

Exploration guides. (a staff member)

Sing-in-out, learning Managers, Center work.

Friday seminars.

The oretion and have to only write one page in Journal.

Basic skills training, Exploration guide, Journals.

Basic skills training, CE2 work.

Exploration guides, some dicisions with Learning Managers, some of the rules.

The only thing I found rong about the C/E,2 program was that the Learning managers should not alway stick together the way they do.

Exploration guides. Learning managers prying into personal lives, changing rules every month or so Example: At first we could go of our job sites to get lunch + bring it back + now we cant. (This happened over a weekend)

these are nun.

Servivel skills, life skills.

1 Exploration guides 2 Critical Thinking I,II,III 3 Zone requirements.

1) Being here at eight O'clock. 2) Accountability Write ups. 3) Being watched like a baby.

Some job sites that I went to that would not help me. I wasnt able to switch. That should be canged.

Doing some basic school work just so I could get hours. I think that they should give bonus hours every once in a while.

Seminars, survival skills, Journal.

The exploration packets, the seminars, the projects.

Exploration guides, zone requirements.

The seminars, the learning appointments, the small Group meeting.

Journals, Exploration guides.

Not being able to choose your work hours on the job site. Not being allowed a lunch out of the center or job site. Attending seminars.

Seminars, finding rides.

(three staff mentioned)

USE BACK OF PAGE FOR FURTHER COMMENTS YOU WOULD LIKE TO MAKE.

Good -- freedom at the center. Bad -- changing the rules - they ought to keep the same rules all year round exept on agreement of persnal grievence. Accountability write-ups for legal absences.

I think the school is good. I know it really helped me not only in the job market, but also in the school part to I think if every one could see whats its done for a lot of the people they would be proud of everyone.

I think that the C/E,2 plan is a super Idea + if they had it years before I don't think there would be as many drop out as there are. I really give us a chance. Our Home High school are really screwed up. I hope C/E,2 will be here next year.

Bitches (gripss) getting hours knocked off for not wearing your badge. getting accountability write-ups for not wearing your badge.

I think CE2 is the grate's thing to teach the Basic ways to holed a Job and survive in the real world.

Beter treps more freedom.

I have been in the program for almost 18 weeks. Since entering I feel I have improved my self academically. I feel better about myself as a person and I feel I have contributed a great deal to our community through job sites I think for the most part CE2 is an excellent program. I would encourage anyone to enroll.

CE2 program is a very good thing to have it should be expanded and widespread. It's very useful for people who find the regular High school program boring. (Staff member named) is a very good person around students and everyone else he meets.

I wish that there were any easier way of getting required credits more ways threw the job site.

I feel that CE2 has helped me to become more responsible and self-directed. It has made me aware of the job market and what skills I need to start in the career of my choice. I feel CE2 is a very worthwhile program, but it is not for everyone. The person has to be able to handle the responsibility and the alienation from the home school, there is contact between the two but not to a great extent. On the whole I would say CE2 is worth making a permanent fixture in our school systems.

The CE2 program was very helpful because if it weren't for CE2 I would have drop out of school along time ago. The job sites were helpful to me because they helped me get work experince I needed to get a job.

CE2 helped me to complete my credits so I could graduate early. I don't think I would of graduated in a regular school system. I think the learning managers should be looked at more carefully. Some E.I.'s expected to much from the student. As far as (staff member's name) , he is very predudice, and most everything you say doesn't count to him. Maybe (persons in certain positions) must be this bull head. But I think they should have more heart.